

4-13-2009

University of Northern Iowa Faculty Senate Meeting Agenda, April 13, 2009

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of April 13, 2009
3:15 P.M. Seminar Room, Towers Center

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the March 9 and March 23, 2009 meetings

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Jesse Swan
4. Comments from Chair Wurtz

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

- 982/888 Add 680:040 "Women's and Gender Studies:
Introduction" to Category 5A of the LAC
- 983/889 Committee on Admission, Readmission and Retention 2008
Annual Report

NEW BUSINESS

Academic Ethics/Discipline Policy Update - Associate Provost
Kopper

UNI Faculty Diversity Issues: A conversation about the everyday realities of minority status (as defined by a wide variety of categories) on the UNI campus for the purpose of creating a comprehensive and accurate understanding of the situation and for laying the groundwork for the Faculty Senate's role in future efforts.

ONGOING BUSINESS

CONSIDERATION OF DOCKETED ITEMS

OTHER DISCUSSION

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 982

Docket Number _____

Title: Add 680:040 "Women's and Gender Studies: Introduction" to
Category 5A of the LAC

Standard Motions

1. Place at head of docket, out of regular order.
2. Docket in regular order.
3. Docket because of special circumstances for _____
And notify sender(s).
4. Refer to (standing committee) _____
5. Refer to (administrative officer) _____
6. Refer to (ad hoc committee) _____
7. Return to petitioner with request for a more specific proposal.
8. Return to petitioner with request for additional information and documentation.
9. Return to petitioner because of decision not to docket at this time.
10. Other procedural disposition _____

NOTES

TO: Susan Wurtz, Chair of the Faculty Senate
FROM: Siobahn Morgan, LACC Coordinator

DATE: March 17, 2009

RE: Request to add 680:040 "Women's and Gender Studies: Introduction" to Category 5A of the Liberal Arts Core

The Liberal Arts Core Committee is asking that the Faculty Senate approve the inclusion of the course 680:040 *Women's and Gender Studies: Introduction* to Category 5A of the Liberal Arts Core.

Background:

The Liberal Arts Core Committee voted on March 13, 2009 to approve the inclusion of 680:040 "Women's and Gender Studies: Introduction" to Category 5A of the Liberal Arts Core. The inclusion of the course into Category 5A of the LAC was endorsed by the College of Social and Behavior Sciences Faculty Senate, and the Deans of the Colleges of Humanities and Fine Arts, and Social and Behavior Sciences.

The course is usually offered with one or two sections per semester, with enrollments of between 20 and 40. Faculty from both CHFA and CSBS teach the course. This course also serves as a requirement for the Women's and Gender Studies minor, which currently has 28 enrolled.

A copy of the proposal for inclusion of the course into the LAC is included along with several recently used course syllabi.

2, 17/09

Liberal Arts Core Course Proposal

Department: Women's and Gender Studies Date: November 12, 2008

Category in approved Liberal Arts Core: Category 5A: Social Sciences

Course title: 680:040 Women's and Gender Studies: Introduction (existing course)

Credit Hours: 3 Class size: 30

Course Description:

This course serves as an introduction to the theories in the interdisciplinary field of Women's and Gender Studies. It provides interdisciplinary study of women's and gender issues from historical and contemporary perspectives, using the methods and theories of feminist scholarship and gender analysis. Topics may include study of systems of domination and subordination, stereotyping and gender bias, intersections of gender, race, ethnicity, sexuality, and social class. (Offered Fall and Spring)

Course objectives:

After actively participating in the designated activities of this course, the successful student will be able to:

- 1) Describe ways in which social and cultural systems are viewed from the perspective of theories in women's and gender studies
- 2) Read and think critically about relationships between gender and roles throughout sociocultural history.
- 3) Identify ways in which gender roles intersect with power and values within social institutions in the US and globally.
- 4) Demonstrate an awareness of and the ability to analyze the gendered nature of society.

Apply the concepts and theories of women's and gender studies to life experiences, values, and human behavior.

Relationship of course objectives to the objectives of the Liberal Arts Core Category in which it will be located:

Category 5: Social Science (Excerpt from the LAC webpage)

Courses in this category introduce students to the description and analysis of human behavior from different perspectives, ranging from the societal and cultural to the institutional, individual, and topical viewpoints. Students are exposed to the diversity of sociocultural systems created by human beings during their evolutionary development, and examine the manner in which behavior is influenced by environmental, sociocultural, psychological, and historical processes.

"Students should also understand and identify relationships between the past, present, and future to further their understanding of their world and the roles that they play in their own society and in the world. Such understandings will enhance their ability to think critically, realize the importance of historical consciousness, make informed choices, examine and evaluate their values, assume the responsibilities of citizenship, and promote change in their community, country and world."

The current menu of courses in Category 5A: Sociocultural and Historical Perspectives is:

900:023 American Civilization (3 hrs.)

970:010 Human Geography (3 hrs.)

970:040 World Geography (3 hrs.)

980:001 Introduction to Sociology (3 hrs.)

990:011 Culture, Nature, and Society (3 hrs.)

The interdisciplinary course "Women's and Gender Studies: Introduction" is an introduction to the discipline of women's and gender studies and will enhance and expand these course options meaningfully by providing students an opportunity to further their understanding of complex, gendered worlds. The objectives of this existing course mesh closely with the intent of the social science component of the LAC Category 5 in the following specific ways:

- ☐ Engages students in a discussion of historical and contemporary perspectives on women's and gender issues, with attention to the social construction of masculinity and femininity
- ☐ Examines the historical grounding of the discipline of Women's and Gender Studies within the American academy, with attention to the present and future of gender studies
- ☐ Enables a reading of literary sociocultural texts through a feminist lens
- ☐ Provides theoretical frameworks with which students can think critically and examine their assumptions and values, linking the personal to the historical
- ☐ Demonstrates the "complex interactions that develop among individuals" including the diverse sociocultural system in which they are nested

Intended role of proposed course within category (check one):

- ☐ a. Only course submitted for meeting the requirements.
- ☐ b. A course submitted as part of a sequence or cluster which as a sequence or cluster meet the requirements of an area.
- ☒ c. One of several courses, any one of which will satisfy the area requirement.
- ☐ d. Other - explain: _____

Departments/faculty consulted:

CSBS Dean

CHFA Dean

endorsed
endorsed

CSBS Faculty Senate: Proposal was presented on March 2, 2009 to Senators (representatives from departments teaching other courses listed in Category 5A) and was endorsed by the CSBS Faculty Senate.

List all faculty teaching this course and for each faculty attach a course syllabus.

Susan Allbee
Phyllis Baker
Deirdre Heistad
Laura Kaplan
Catherine MacGillivray
Kate Niman
Marybeth Stalp

Faculty Signature

Phone

Department Head Signature

Phone

College Dean Signature

Phone

Rev. 10/19/01

Rev. 1/17/02

Subject: Re: WGS and LAC

From: Reinhold Bubser <Reinhold.Bubser@uni.edu>

Date: Wed, 04 Feb 2009 13:31:04 -0600

To: Phyllis Baker <phyllis.baker@uni.edu>

Phyllis:

Yes, I am ok with this proposal.

Reinhold

Reinhold Bubser

Dean

266 Communication Arts Center

College of Humanities and Fine Arts

University of Northern Iowa

Cedar Falls, IA 50614-0358

Ph.: 319-273-2725

Fax: 319-273-2731

Phyllis Baker wrote:

Reinhold,

Are you OK with WGS going forward with the intro class for the LAC? Interim Dean Johnson has approved. Thanks.

Subject: Support for "Introduction to WGS" for Category 5A of LAC

From: John Johnson <john.johnson@uni.edu>

Date: Wed, 04 Feb 2009 16:45:20 -0600

To: "Phyllis L. Baker" <Phyllis.Baker@uni.edu>, Cindy Juby <cynthia.juby@uni.edu>

Phyllis Baker and Cindy Juby,

After reviewing the proposal from the program in Women's and Gender Studies, I offer my support for the inclusion of "Introduction to Women's and Gender Studies" as an option in Category 5A of the LAC. Please let me know if your need anything else from me on this matter as the official package of curricular materials moves forward. Thank you.

John Johnson
Interim Dean, CSBS

--

John W. Johnson

Introduction to Women's and Gender Studies: 680:040:01
University of Northern Iowa
Fall 2008

Tuesday/Thursday 9:30 – 10:45 a.m., SAB 103

Professor: Dr. Phyllis Baker

Teaching Assistant: Chelsea Thiebaut DeLucenay

Dr. Baker

Office Hours: 11:00 – 12:00 p.m.

Office: Baker 170

Phone: (319) 273-7102

Email: phyllis.baker@uni.edu

Ms. Thiebaut DeLucenay

Office Hours: Tuesdays, 1-3 p.m.

Office: Baker 168

Phone: (319) 273- 7102

Email: cthiedel@uni.edu

Course Purpose

The purpose of this course is to provide students at the University of Northern Iowa with a course that introduces them to the academic discipline of women's and gender studies. This course is a prerequisite for some women's and gender studies courses and is required for the women's and gender studies minor. There are no prerequisites for this course. Undergraduates enrolled in any program areas can greatly benefit from taking this course specifically and women's and gender studies courses generally.

Course Description

As an introductory course, this class is designed to familiarize students with the academic field of women's and studies. The central goal is to foster critical reading and thinking about gender. Women's and gender studies employ an interdisciplinary set of tools for analyzing gender and gendered experiences and studies the ways that gender manifests in social, cultural, and political contexts. This course will concentrate on the United States, but at times we will broaden our scope.

Lively debate, discussion, and disagreement on issues are encouraged in class. But respect for other students, their opinions, and experiences is essential. The most productive way to disagree with another is to say, "I disagree with you because..." and explain and justify your position.

General Course Objectives

After actively participating in the designated activities of this course, the successful student will be able to: 1) define the scope of the field of women's and gender studies, 2) read and think critically, 3) express insights orally and in writing, 3) apply the concepts and theories of women's and studies to life experiences, 4) sharpen the ability to engage in candid, respectful dialogue about subject matter that may be sensitive or controversial, and 5) demonstrate and analyze an awareness of the gendered nature of society.

Course Design and Evaluation Methods

Course objectives will be achieved through a program of assigned readings, response papers, examinations, class participation, and lectures.

Readings: The texts are available at University Book and Supply. The texts are:

Shaw, Susan M. and Janet Lee. *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, 3d. ed. New York: McGraw-Hill.

Bogle, Kathleen. *Hooking Up: Sex, Dating, and Relationships on Campus*. New York: New York University Press. 2008

Readings are an independent means of providing concrete experience to prepare students for each class session. Students are expected to come to class having carefully read and taken the time to reflect upon the assigned readings. Successful discussions and other active learning strategies depend heavily on a high level of student preparation for each class session. The lectures will be presented with the assumption that students have done the assigned readings. Please do the assigned readings BEFORE you come to class on the date they are assigned. Please read carefully and take notes. Answering some simple questions while you read will help prepare you for class discussions, writing your response papers, and for taking your examinations. What do you not understand about the readings? What questions do you have? Do you like the material? Why or why not? If there are words you do not understand, please look them up.

Response Papers: You will be required to write five short (2-3 page) response papers. The purpose of the response papers is to think critically about what you have read and to practice communicating in writing your personal viewpoints as they relate specifically to the text. Papers can be turned in to the Women's and Gender Studies office (Baker 170) by noon on their respective due dates. They can also be turned in during class time, the day before they are due. Due dates for the papers are Wednesday, September 10, Wednesday, October 8, Wednesday, October 29, Wednesday, December 3, and Wednesday, December 17.

Examinations: There will be four examinations that will cover information from the readings, lectures, and class discussions. The exams are not cumulative; they cover a separate section of material. You are required to know the material in the assigned readings whether or not we have covered it in class. If you miss an exam for any reason, you will be allowed to take a make-up exam at the end of the semester. The exam will be an optional comprehensive final exam. The comprehensive final will cover all the reading assignments and lecture material for the entire semester. The comprehensive final has the same number of points as a regular exam. If you take all four exams, you can choose to take the optional final and substitute the score of your optional final for the lowest score on one of your regular exams. The optional final is during final exam week on Wednesday, December 17, 8:00 a.m. - 9:50 a.m. The dates for the four in-class exams are Tuesday, September 23, Tuesday, October 8, Tuesday, November 18, and Thursday, December 11.

Class Participation: Regular class attendance is essential. This course is organized so that learning and teaching are interactive processes. That means that success of the class depends on regular attendance, careful prior preparation, and active class participation. Participation entails discussion and engaged listening. We learn from our experiences with others as well as from our own experiences.

Lectures: The text will be supplemented with lecture material. Some of the lecture material will not come from the text. Examination material will come from both the lectures and the texts.

Grading Criteria, Sources of Evidence, and Grading System

You will be graded on how many points you earn over the period of the course. The maximum number of points available for the course is 500. Points available for the course will be awarded as follows:

Points	Participation Rubric
90-100	The student who comes to class always prepared; contributes readily to the conversation but does not dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups
80-89	The student comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups. .
70-79	The student comes to class at times unprepared, generally does not exhibit participation behaviors; does not voluntarily contribute to activities and contributes only minimally when called upon. Nevertheless, the student shows interest in activities, listens attentively, and takes notes, directions
60-69	The student comes to class unprepared; exhibits non-active participation behaviors, or participates in a problematic way. Such students may spend time doodling, reading or writing material unrelated to the activity at hand, or actually lowering their heads down. In an opposite manner, such students may talk too much, make rambling or tangential contributions, interrupt the activity with digressive comments or questions, bluff their way when unprepared; not acknowledging cues of annoyance from the instructor or students.
<60	The student seems on the margins of the class and may have a negative effect on the participation of others. Students receiving a score of 0 often do not participate because they have not read the material or done the homework and are uncooperative during activities. Students receiving a 0 may be disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

Note: This rubric assumes regular attendance, participation scores may be lowered for absences or tardiness.

Criteria	Points Possible	Total Points
4 Exams	50 each	200
5 Response Papers	40 each	200
Participation		100
Total Course Points		500

Letter grades and their point equivalents for this class are listed in the following table.

Letter Grade	Point Equivalent	Percentage
A	>458	92 - 100
A-	448 - 457	90 - 91
B+	438 - 447	88 - 89
B	414 - 437	83 - 87
B-	398 - 413	80 - 82
C+	389 - 397	78 - 79
C	363 - 387	73 - 77
C-	348 - 362	70 - 72
D+	338 - 347	68 - 69
D	313 - 337	63 - 67
D-	298 - 312	60 - 62
F	<297	<60

Course Policies

The following are policies for this course. We will try to be flexible, however, if extenuating circumstances arise.

Attendance – You are expected to come to class regularly. The quality of the course and degree of learning for everyone in the class depends on the regular attendance of each individual student. By missing class you loose out on pertinent information and miss important interaction with your classmates and instructors. If you are absent, the class misses out on your contributions as well.

You may miss three class sessions without affecting your final grade, no questions asked. If you miss more three classes, for whatever reason, you will loose participation points, which in turn may affect your final grade for the course. To gain back all or part of lost participation points, you are required to write a two-page essay summarizing the reading material that was covered in the class during your absence. The amount of participation points you gain back will depend on the quality of the essays you write.

Missing Examinations and Late Completion of Assignments. You are expected to be in class for scheduled exams and activities and to hand in assignments on time. Except under legitimate circumstances, late examinations will not be given. Assignments will be penalized if they are late. If you foresee what you consider to be a justifiable reason for missing an exam or turning in an assignment late, please explain it well in advance so that we may consider it. If you have to miss an exam, you will have ONE chance to make up that exam. During finals week there will be a comprehensive final exam given which will be the ONLY make up exam. The optional final exam can also be used to drop a low score on a regular exam.

Academic Dishonesty: Plagiarism will not be tolerated. Anyone caught passing off the work of others as their own runs the risk of immediately failing the course and expulsion from the class and the university. For more institutional rules regarding academic dishonesty, see the university catalog on “Academic Ethics Policies.”

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the Office of Disability Services. The Office of Disability Services is located at 213 Student Services Center, and the phone number is 273-2676.

You are responsible for knowing about all announcements and information given in class. If you miss a class, be sure to make an effort to find out what you missed while you were absent.

Learning Center: Please utilize the Academic Learning Center's free assistance with writing, math, reading, and learning strategies. UNI's Academic Learning Center is located in 008 ITTC. Visit the website at <http://www.uni.edu/unialc/> or phone 319-273-2361 for more information.

Tentative Course Calendar

We reserve the right to changes of the dates of assignments, readings, and activities depending on the progression of the course.

-Week One: Chapter 1, Women's Studies: Perspectives and Practices

Tuesday, August 26

Introduction to class

Thursday, August 28

Introduction, pages 1-21

Handout

-Week Two: Chapter 1, Women's Studies: Perspectives and Practices

Tuesday, September 2

Introduction, pages 1-21

Thursday, September 4

"Claiming an Education" Adrienne Rich, pages 22-24

"A Day Without Feminism" Jennifer Baumgardner and Amy Richards, pages 25-28

"Feminist Politics, Where We Stand" bell hooks, pages 41-44

"Denials of Inequality" Deborah L. Rhode, pages 55-56

"Still Needing the 'F' Word" Anna Quindlen, pages 57-58

-Week Three: Chapter 2, Systems of Privilege and Inequality in Women's Lives

Tuesday, September 9

Introduction, pages 60-75

Wednesday, September 10

RESPONSE PAPER 1 DUE BY NOON

Thursday, September 11

"Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection" Patricia Hill Collins, pages 76-84

"Oppression" Marilyn Frye, pages 84-86

"Tomorrow I'm Going to Rewrite the English Language" Lois Keith, pages 86-87

"Homophobia: A Weapon of Sexism" Suzanne Pharr, pages 87-91

"White Privilege and Male Privilege" Peggy McIntosh, pages 91-98

"Tired of Playing Monopoly?" Donna Langston, pages 101-106

-Week Four: Chapter 3, Learning Gender in a Diverse Society

Tuesday, September 16

Introduction, pages 124-141

Thursday, September 18

"The Social Construction of Gender" Judith Lorber, pages 141-144

"Boys Will be Boys and Girls Will Not" Mariah Burton Nelson, pages 144-149

"When I was Growing Up" Nellie Wong, pages 149-150

"Virtual Gender" Judy Wajcman, pages 151-153

"Trans on Campus" T. Eve Greenway, pages 154-157

-Week Five: Chapter 4, Sex, Power, and Intimacy

Tuesday, September 23

EXAMINATION 1: COVERS MATERIAL THROUGH WEEK 4

Introduction, pages 165-179

Thursday, September 25

"Sexual Desire and Gender" Pepper Schwartz and Virginia Rutter, pages 180-187

"Romance: Sweet Love" bell hooks, pages 187-191

"I Was a Cosmo Sex Deviant" A.E. Berkowitz, pages 195-198

"Some Like Indians Endure" Paula Gunn Allen, pages 206-207

"Women, Sexuality, and Social Change in the Middle East" Pinar Ilkkaracan, pages 208-216

"Girls, Media, and the Negotiation of Sexuality" Gigi Durham Meengleshi, pages 217-227

-Week Six: *Hooking Up*

Tuesday, September 30

Hooking Up, Chapter 1 & 2

Thursday, October 2

Hooking Up, Chapter 3 & 4

-Week Seven: *Hooking Up*

Tuesday, October 7

Hooking Up, Chapter 5 & 6

Wednesday, October 8

RESPONSE PAPER 2 DUE BY NOON

Thursday, October 9

Hooking Up, Chapter 7 & 8

-Week Eight: Chapter 5, Inscribing Gender on the Body

Tuesday, October 14

Introduction, pages 229-247

Thursday October 16

"Breast Buds and the 'Training' Bra" Joan Jacobs Brumberg, pages 253-258

"If Men Could Menstruate" Gloria Steinem, pages 258-259

"Body Ethics and Aesthetics Among African American and Latina Women" Lisa R. Rubin, Mako L. Fitts, and Anne Becker, pages 259-270

"What We Do For Love" Rose Weitz, pages 270-282

"Dancing Towards Redemption" Meredith McGhan, pages 284-289

"Phenomenal Woman" Maya Angelou, pages 289-290

-Week Nine: Chapter 6, Health and Reproductive Rights

Tuesday, October 21

EXAMINATION 2: COVERS MATERIAL FROM WEEK 5- 8

Introduction, pages 301-331

Thursday, October 23

"American Women and Health Disparities" David Satcher, pages 332-335

"Gender Role Stressors and Women's Health" Patti L. Watkins and Diane Whaley, pages 342-345

"Eyes on the Prize" Seldon McCurrie, pages 345-350

"My Fight for Birth Control" Margaret Sanger, pages 352-354

"The Way It Way" Eleanor Cooney, pages 363-370

-Week Ten: Chapter 7, Family Systems, Family Lives

Tuesday, October 28

Introduction, pages 372-388

Wednesday, October 29

RESPONSE PAPER 3 DUE BY NOON

Thursday, October 30

"Marriage and Love" Emma Goldman, pages 389-391

"Cheaper Than a Cow" Miranda Kennedy, pages 391-395

"The Myth of the Perfect Mother" Judith Warner, pages 395-399

"Partners as Parents: Challenges Faced by Gays Denied Marriage" Charlene Gomes, pages 400-406

"Man Child: A Black Lesbian Feminist Perspective" Audre Lorde, 406-410

"Only Daughter" Sandra Cisneros, pages 426-428

-Week Eleven: Chapter 8, Women's Work Inside and Outside the Home

Tuesday, November 4: ELECTION DAY!!!!

Introduction, pages 429-450

Thursday, November 6

"Women and Economics" Charlotte Perkins Gilman, page 451

"A Brief History of Working Women" Sharlene Hesse-Biber and Gregg Lee Carter, pages 452-464

"Globalization and its Discontents" Evelyn Hu-DeHart, pages 475-480

"What Wal-Mart Women Want" Ellen Hawkes, pages 481-483

"Hey, Why Don't You Wear a Shorter Skirt?" Jackie Krasas Rogers and Kevin D. Henson, pages 486-497

"Prostitution, Humanism, and a Woman's Choice" Kimberly Klinger, pages 498-502

-Week Twelve: Chapter 9, Women Confronting and Creating Culture

Tuesday, November 11

Introduction, pages 503-517

Thursday, November 13

"Thinking About Shakespeare's Sister" Virginia Woolf, pages 518-520

"Poetry is Not a Luxury" Audre Lorde, pages 520-522

"The Path of the Red and Black Ink" Gloria Anzaldua, pages 522-524

"Pop Culture is Us: Two Essays on a Theme" Susan J. Douglas and Catherine Orenstein, pages 525-527

"Desperately Debating Housewives" Jennifer L. Pozner and Jessica Seigal, pages 528- 531

"From Fly-Girls to Bitches and Hos" Joan Morgan, pages 532-534

"Strip Till You Drop" Alison Pollet and Page Hurwitz, pages 548-553

-Week Thirteen: Chapter 10, Resisting Violence Against Women

Tuesday, November 18

EXAMINATION 3: COVERS MATERIAL FROM WEEK 9- 12

Introduction, pages 554- 577

Tuesday, November 20

"Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights" Andrea Smith, pages 578-580

"Human Rights: Sex Trafficking and Prostitution" Alice Leuchtag, pages 581-587

"What College Women Do and Do Not Experience as Rape, Arnold S. Kahn, pages 589-601

"Lisa's Ritual, Age 10" Grace Caroline Bridges, pages 608-609

"Pornography and Freedom" John Stoltenberg, pages 609-612

Thanksgiving Break –Have Fun!

-Week Fourteen: Chapter 11, State, Law, and Social Policy

Tuesday, December 2

Introduction, pages 615-636

Wednesday, December 3

RESPONSE PAPER 4 DUE BY NOON

Thursday, December 4

"Constitutional Argument" Susan B. Anthony, pages 637-638

"Flat Broke With Children" Sharon Hays, pages 641-648

"She Who Believes in Freedom: Young Women Defy the Prison Industrial Complex" Robin Templeton, pages 648-655

Please Note: We are skipping Chapter 12

-Week Fifteen: Chapter 13, Activism, Change, and Feminist Futures

Tuesday, December 9

Introduction, pages 704-717

"Fear of Feminism: Why Young Women Get the Willies" Lisa Marie Hogeland, pages 718-721

"Real Men Join the Movement" Michael Kimmel, pages 721-726

"Warning" Jenny Joseph, pages 738-739

"A Day with Feminism" Jennifer Baumgardern and Amy Richards, pages 739-742

Thursday, December 11 Last Day of Class

Final Thoughts

EXAMINATION 4: COVERS MATERIAL FROM WEEK 12-WEEK 16

-Week Sixteen: Finals Week

Wednesday, December 17

RESPONSE PAPER 5 DUE BY NOON

Wednesday, December 17, 8:00 a.m. - 9:50 a.m.

OPTIONAL COMPREHENSIVE FINAL EXAMINATION

Introduction to Women's and Gender Studies

680:040:01

MWF, 11:00am-11:50am

Sabin 325

Women's and Gender Studies Program

Spring 2008

Adjunct Instructor: Kate Niman, M.A., Sociology, Anthropology & Criminology

Office Hours: MW, 12:00-1:30pm, and by appt.

Office Location: Baker 360

Phone: 222-6227

E-mail: nimank@uni.edu

Course Description: This course provides an interdisciplinary introduction to the multidisciplinary field of women's and gender studies, with a specific focus on the issues of gender (e.g., women & men) in contemporary US society. Using a wide range of texts, we will investigate how women & men "inhabit" different racial/ethnic identities; how diverse communities perceive and live out "the American Dream; how categories of identity help us to belong and/or be rejected in US society; and, above all, how these various questions are posed and answered according to different discourses about gender and sexuality. Are we all the same--or should we be? What makes a *difference*, and who decides what that difference is? What does it mean to be part of a marginalized group, and what does it mean to be part of a dominant group? How do our identities change (or do they)? In short, this course is about *power* - how women & men use and are shaped by power, how power operates to shape our identities--and the complex relationship of Americans to each other and their world.

Course Format: The course will use a variety of formats, including lectures, class discussions, and individual out-of-class written projects. On occasion we may view videos and websites. Previous careful reading of assigned texts will be vital to active participation and comprehension in both lectures and discussions, so have assigned readings done prior to class. In class, students will be expected to be able to sum up major points and bring up critical questions about daily readings.

You are expected to be an active, responsible participant in your education. Therefore, you are responsible for reading this syllabus in its entirety, making note of all due dates, requirements, rules, etc. If you do not understand something, you need to ask as soon as possible and not after a deadline has passed or after you have broken a class rule as outlined in this syllabus.

Learning good writing skills is an important part of the college experience, and writing and grammar will be a part of your grade in this course on all major individual and group assignments, reflections, etc. If you need additional assistance, please talk to me or go to the writing center on campus.

All assignments must be completed on time and handed in at the beginning of class on the stated due date. I do not accept papers sent via email. Papers must be double-spaced, typed in 11- or 12-point Times New Roman font, have 1 inch margins, be spellchecked, grammar checked, proofread, have numbered pages and stapled in the left-hand corner. Papers not following these guidelines cannot receive full credit. I will deduct 5% from unstapled papers before I begin the grading process. Additionally, late submissions cannot be considered for full credit—I will deduct 5% each day after the due date, including weekend days. Please plan your schedules accordingly.

Student Etiquette: Students are asked to follow some guidelines to help maintain a constructive learning environment. Throughout the semester we will encounter a variety of sensitive issues. As such, we need to ensure a safe classroom and a positive learning environment. Therefore, acts of racism, sexism, ageism, or any other "ism" will not be tolerated. Students engaging in such activity will be asked to leave the room. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, express negative comments about the opinions of your fellow students, walk into class late or leave early (without prior notice), keep cell phones on, text message your friends, or show general signs of disrespect for the course, instructor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins. I reserve the right to ask any person to leave who continually disrupts the class. Repeatedly (two or more times) engaging in any such behavior described above will result in the loss of 5 percentage points from your

overall course grade.

Respect is an important element of a college classroom generally, and a women's and gender studies classroom specifically. As you will learn throughout the semester, we will discuss a variety of difficult social issues and your fellow class members may hold diverse opinions about some of the topics we cover. It is essential that everyone treat each other with respect during class discussions. Disrespectful treatment of others will not only significantly lower your class participation grade, but you may be asked to leave class if verbal warnings do not modify your behavior.

Classroom Ground Rules: In this class, we will discuss both abstract theoretical ideas and concrete, practical information about different social groups and mainstream behaviour in society. I hope that these materials will challenge you intellectually and personally. Because this class may touch on controversial or touchy social issues, however, you may occasionally and initially feel more threatened than challenged. To limit these difficulties, I propose the following ground rules, to which I would like you all to agree and assume while in this classroom:

1. Acknowledge that prejudice and discrimination based on race, class, sex, sexual orientation, and physical differences exist.
2. Acknowledge that all of us have learned misinformation about our own social group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people—both those we study and those in this class—do the best they can.
5. Never demean, devalue, or in any way “put down” people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully.
6. Because of the particular nature of this class, we will be reading and discussing a range of social problems. Difficult films may be shown. Our goal is to examine these issues within a variety of viewpoints.

Academic Ethics Policies: Academic honesty is very important. The university and I expect that *all* work presented will represent original effort by the student. Any violations will be dealt with in the appropriate manner—*minimum* consequence is a zero for an assignment, *maximum* consequence is an F in the course. Consult the Programs and Courses booklet for further information regarding expected ethical behavior.

Other Policies: The Family Educational Right to Privacy Act, also known as the Buckley Amendment, is a federal law designed to protect student privacy. This means that only *you* have legal access to your grades, not your parents, and not your friends or significant others. You have the option to sign a waiver to these rights, but if you have not signed said waiver, I am not allowed by federal law to discuss your grades with anyone but you. Therefore, do not send someone else to pick up your graded assignment from me or ask me to tell someone else what your grade is. If your parents contact me to talk about your grades, I am not allowed to do this due to federal law.

Let me know immediately if you have a health problem or a disability that necessitates either eating or leaving the classroom during lectures/discussion. If you are likely to have a regular problem with getting to class on time, let me know as soon as possible. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the Office of Disability Services. The ODS is located at: 103 Student Health Center and the phone number is: 273-2676.

Assignments: Grades will be comprised of the following components:

Attendance/Participation	15% (active participation; demonstrated preparation for class)
Gender Journal	25%
Midterm Exam	20%
Final Exam	20%
Future of Feminism	20%
TOTAL	100%

Grading Scale:

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	59 and below				

NOTE: I expect students to keep records of their own grades throughout the semester. I do not regularly calculate grades for students or send grades out until they are due to the Registrar's Office after final exams. I expect you to be able to gauge how well or how poorly you are doing in the course based on grades already given throughout the semester.

Attendance and Class Participation 15%:

-Attendance As stated in UNI literature for students, "students are expected to attend class, and the responsibility for attending class rests with the student." Therefore, you are expected to attend every class and arrive on time. If special circumstances prohibit you from arriving to class on time on a regular basis, please let me know as soon as possible.

If you are involved in university-sponsored or sanctioned events (i.e., UNI athletic events, academic conferences and/or competitions), and will need to miss class due to such events, you will need to present me with a paper or email copy of said event, and the dates you will be absent from class, etc. Such documentation is usually provided by appropriate coaches or sponsors. Additionally, should you have a serious illness or death in the family that requires you to miss class you will need to provide me with paper or email documentation of said event (e.g., funeral program with your name listed clearly and legibly on the document) and/or through appropriate UNI venues. Only through complete documentation will I excuse such absences.

Attendance will be taken daily by sign-in sheet. Anyone signing in for someone else is guilty of academic dishonesty and will be dealt with accordingly. It is your responsibility to be sure your presence in class is recorded on any given day. If you missed the sign-in sheet, be sure to see me immediately after class to sign it. You will not be able to prove your presence in class on a specific day if your signature is missing from that day's sign-in sheet.

Extensive absences will influence your FINAL grade as follows:

- 0-3 absences: no penalty
- 4-5 absences: 5% penalty (5 points)
- 6-7 absences: 10% penalty (10 points)
- 8-9 absences: 15% penalty (15 points)
- 10-11 absences: 20% penalty (20 points)
- 12+ absences: 25% penalty (25 points)

This policy translates in the following way: Lisa misses class 7 times. Her final grade is a 75, but the attendance policy will cause some adjustment to this grade. Seven absences result in a 10% or 10-point reduction from the final grade. Therefore, Lisa went from a 75 to a 65, simply due to her unexcused absences from class. **If you have ANY questions regarding this policy, please bring such questions to my attention immediately.**

I expect you to be responsible for your own learning. There is a positive relationship between class attendance and final grades: if you attend class on a regular basis, you are more likely to do well in the class. You are responsible for all notes and assignments missed as a result of class absences. My notes are off limits, and I will not copy my notes or make my notes available to students. Taking notes in class is entirely your responsibility and is a skill that you need to develop in becoming a successful college student and citizen. Being absent from class does not excuse you from adhering to deadlines for homework or projects, in-class activities or quizzes. In-class activities cannot be made up.

-Participation Come to class prepared, having read the materials with a few questions or comments to share with the class for discussion. Your attendance and participation grade is a complicated thing, and it will not be based simply upon your appearance in class or on your frequency of comments, but also upon the *quality* of your comments and your active participation in class. For example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than merely reciting descriptive information from the text. Additionally, quality listening skills

are important to the class—I value the ability to build discussion with other class members, value others' opinions, and exhibit respect for one another in the classroom.

Gender Project 25%: You will complete a series of 5 short (3–4 pages) out-of-class assignments and written journal entries. Individually, each journal entry is worth 5%, together they are worth 25% of your final grade. The gender project is designed for you to research the social construction and implications of your own gender. We will discuss the assignments in class, so be certain that it is completed on the due date so that you can participate actively in discussion.

Exams 40% (20% each): The two in-class exams for this course will consist of true/false, multiple choice, short answer and essay questions. These questions draw on your understanding of reading assignments, lectures, class discussions, guest speakers, and on issues surrounding the various perspectives and concepts.

Future of Feminism Group Project 20%: This group project will allow you to investigate the gains of feminism. You will either work individually or in a group to study some aspect of feminism, and to give a group presentation during the end of the semester on your research. More details later.

Note on Grading: When you get an exam or a paper back from me, take some time to read the comments I have provided, make an appointment with me during my office hours, and come to the meeting having written down some questions and/or comments. I will not discuss graded exams or papers before, during, or after class—I reserve office hours for such types of individual-level discussions.

Make-up Information: Make-up exams create potentially unfair situations among students, so you are only allowed to make-up an exam in the event of an unavoidable, extreme, *documented* circumstance (such as serious illness or family emergency that can be documented by the proper UNI administrative offices). If you must miss an exam, please let me know *in advance* as soon as possible. Any make-up request made after the test has been administered will *not* be considered. All make-up exams will be essay format and will be given at a mutually convenient time, no longer than one week after the initial exam is given.

Note about Final Exam: The final exam will be given during the scheduled time, determined by the University of Northern Iowa. I do not change exam dates for individuals unless they have substantial evidence of conflict with another university-scheduled final. The student will choose which of the two finals to take at the regularly scheduled time, and take the 2nd exam during the university-determined make-up time. The other professor/s involved will also need to be notified of the overlap as well as the student's decision.

Class Materials: The following books for this course are available at University Book & Supply, 1009 W. 23rd Street, 266-7581. I recommend that you purchase all of these books. Please purchase the following texts and bring the relevant readings to each class.

Kesselman, Amy, Lily D. McNair, and Nancy Schniedewind. 2008. *Women: Images & Realities: A Multicultural Anthology*, 4th edition. Boston, MA: McGraw Hill. ISBN: 0-07-312764-7 (paperback) (WIR in syllabus)

Baumgardner, Jennifer, and Amy Richards. 2000. *Manifesta: Young Women, Feminism, and the Future*. New York: Farrar, Straus and Giroux. ISBN: 0-374-52622-2 (paperback) (Manifesta in syllabus)

Johnson, Allan G. 2005. *The Gender Knot: Unraveling Our Patriarchal Legacy, Revised and Updated Edition*. Philadelphia, PA: Temple University Press. ISBN: 1-56639-519-4 (paperback) (Johnson in syllabus)

Brumberg, Joan Jacobs. 1998. *The Body Project: An Intimate History of American Girls*. New York: Vintage Books. ISBN: 0-679-73259-1 (paperback) (Brumberg in syllabus)

WEEKLY SCHEDULE

Occasionally, we will view films and websites as part of the lecture, and we may have guest speakers visiting our classroom, too. These plus all class discussions will "count" as testable material. As the semester progresses, I reserve the right to alter the syllabus as I see necessary. I will keep you informed should the syllabus need alteration. **Come to class having already read the materials assigned for that day, and be able to discuss thoughtfully the assigned readings.**

WEEK 1: 1/14 – 1/18 - What Is Women's and Gender Studies—Why Do We Need it?

M Introduction to the class, review syllabus and course policies together
W Johnson, Chapter 1
F WIR #1 hooks; #2 Thao; #3 Rich; #4 Hull & Smith; #5 Kimmel

WEEK 2: 1/21 – 1/25 - Grrrl Power, Feminist Politics, and This Class in Particular

M NO CLASS
W Manifesta, Prologue and Chapter 1
F Johnson, Chapter 2; WIR #6 Yap; #7 Voices, Hunte, Ferreira, Woodis, Lennon, Weissman;

WEEK 3: 1/28 – 2/1 - What is Feminism, Anyway? A Brief History

M Manifesta, Chapters 2 and 3
W Johnson, Chapter 5
F WIR #138 Keseelman, #139 Seneca Falls; #139-Box Truth; #141 Sarachild
<http://scriptorium.lib.duke.edu/wlm/> Review this website before class, and find under General and Theoretical, the "Bitch Manifesto." Please read and be prepared to discuss before coming to class.

Gender Project: Assignment One Due

WEEK 4: 2/4 – 2/8 - "Becoming" Women and Men

M Johnson, Chapter 4
W WIR #15 Wolf, #16 Davila, #17 Grossman/Peters-Axtell, #18 Di Franco
F WIR #20 Gilman, #21 Sadker, #22 Henley/Freeman

WEEK 5: 2/11- 2/15 - Gender in Popular Culture, and the Feminine Mystique

M WIR #23 Higginbotham; #25 Cole/Guy-Sheftall, #26 Wesstein
W WIR #9 Friedan; #29 Wolf, #36 Siebecker, #37 Clifton
F Brumberg, Introduction

WEEK 6: 2/18 – 2/22 - Self Image and How We are Taught to Think about their Bodies

M Brumberg, Chapter 1
W WIR #30 Wong; #31 Hernandez-Avila; #34 Chernik
F WIR #35 Rodriguez; #32 Berger

Gender Project: Assignment Two Due

WEEK 7: 2/25 – 2/29 - Ways of Seeing/Heterosexual Economy of the Male Gaze

M Brumberg, Chapter 2
W WIR #38 Walker; #41 Hugs; #44 Ochs; #43 Tharps, #39 Espiritu
F Manifesta, Chapters 4 and 5

WEEK 8: 3/3 – 3/7 - Whiteness, Social Construction of Race and Other Privileges

M WIR #98 McIntosh; #93 Tatum, #115 Hershey
W WIR #99 Davis, #128 Griffin,
F WIR #132 Sanday #133 Copelon

Gender Project: Assignment Three Due

WEEK 9: 3/10 – 3/14 - Redefining Difference

- M Johnson, Chapter 6
W WIR #100 Langston; #127 Farrell, #116 Lorde
Manifesta, Chapter 6
F **MIDTERM EXAM**

Spring Break

WEEK 10: 3/24 – 3/28 - Other Isms

- M WIR # 85 Willis, #103 Johnson, #92 Fried
Johnson, Chapter 7
W Manifesta, Chapter 7
F WIR #105 Pharr; #107 Trujillo; #108 McGuire; #109 Gomez; #111, older women's league #114 Keaffaber
Johnson, Chapter 8

WEEK 11: 3/31 – 4/4 - Health, our bodies & reproductive rights

- M WIR #88 Males, #90 Hubbard, #91 Roberts
Brumberg, Chapter 3
W WIR #84 McCormick, #78 Boston Women's Collective, #79 Rivera, #82 Grayson
F Brumberg, Chapter 4

Gender Project: Assignment Four Due

WEEK 12: 4/7 – 4/11 - Politics of Home and Work Balance

- M WIR #45 Bravo/Santa Anna/Meric, #46 Pay equity; #47 Mainardi; #48 Crittendon
Johnson, Chapter 9
W Brumberg, Chapter 5
F WIR #49 Holcomb; #50 Bravo/Santa Anna/Meric; #61 Mitchell, #53 Sandler; #59 Jense

WEEK 13: 4/14 – 4/18 - The Future of Feminism

- M WIR: #68 Washington, #69 Shulman, #153 Walker; #160 Voices/Gross/Thompson/Rivera
Johnson, Chapter 10
W Brumberg, Chapter 6
F Manifesta, Chapter 8 & Epilogue

Gender Project: Assignment Five Due

WEEK 14: 4/21 – 4/25 - Group Presentations

- MWF Future of Feminism Group Presentations

WEEK 15: 4/28 – 5/2 - Group Presentations

- MWF Future of Feminism Group Presentations

WEEK 16: FINAL EXAM WEEK The final exam is scheduled for Tuesday, May 6, 10-11:50am.

Introduction to Women's and Gender Studies

680:040:02

Tuesdays and Thursdays, 11am-12:15pm

ITT 28

Women's and Gender Studies Program

Spring 2007

Professor: Dr. Stalp, Sociology, Anthropology & Criminology

Office Hours: Wednesdays, 2-5pm and by appointment

Phone: 319.273.6235

E-mail: stalp@uni.edu

Course Description: This course provides an interdisciplinary introduction to the multidisciplinary field of women's and gender studies, with a specific focus on the issues of gender (e.g., women & men) in contemporary US society. Using a wide range of texts, we will investigate how women & men inhabit different racial/ethnic identities; how diverse communities perceive and live out the American Dream; how categories of identity help us to belong and/or be rejected in US society; and, above all, how these various questions are posed and answered according to different discourse about gender and sexuality. Are we all the same--or should we be? What makes a *difference*, and who decides what that difference is? What does it mean to be part of a marginalized group, and what does it mean to be part of a dominant group? How do our identities change (or do they)? In short, this course is about *power*--how women & men use and are shaped by power, how power operates to shape our identities--and the complex relationship of Americans to each other and their world.

Email Accounts: It is required that you obtain and use your university email account for this class. I will use email to communicate with you periodically about changes to the syllabus, assignments, etc. You must obtain your email account by the end of the second week of class. If you have added this class late, you will need to go to the computing center and have your email added to the class list. You should check your email daily for class announcements. If you drop this class, you will need to visit the computer center and have your name removed from the class.

Email Etiquette: While it is generally acceptable to communicate with me via email, it is important to think of this communication as a formal dialogue between professor and student. Be sure that in all emails you properly address me, identify yourself, and make an appropriately worded request. For example, if you are asking me if you can do something, be sure the body of the email includes, at a minimum, the word "please". I will not respond to what I consider rude or inappropriately worded emails or emails that lack an appropriate salutation and sender identification. Additionally, do not email assignments to me. I do not accept them via email, with rare exception, and only then with written prior approval.

Student Etiquette: Students are asked to follow some guidelines to help maintain a constructive learning environment. Throughout the semester we will encounter a variety of sensitive issues. As such, we need to ensure a safe classroom and a positive learning environment. Therefore, acts of racism, sexism, ageism, or any other "ism" will not be tolerated. Students engaging in such activity will be asked to leave the room. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, express negative comments about the opinions of your fellow students, walk into class late or leave early (without prior notice to the professor), keep pagers and cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins (or they will be confiscated and returned after we have a discussion in my office). The professor reserves the right to ask any person to leave who continually disrupts the class. Repeatedly (two or more times) engaging in any such behavior described above will result in the loss of 5 percentage points from your overall course grade.

You are expected to be an active, responsible participant in your education. Therefore, you are responsible for reading this syllabus in its entirety, making note of all due dates, requirements, rules, etc. I will not regularly remind you of due dates or other course requirements. Use your syllabus as a daily guide. If you do not understand something, you need to ask as soon as possible and not after a deadline has passed or after you have broken a class rule as outlined in this syllabus.

Learning good writing skills is an important part of the college experience, and will be a part of your grade in this course on all major individual and group assignments, reflections, etc. Writing and grammar will be a portion of each grade given to you throughout the semester. If you need additional assistance, please talk to me or go to the writing center on campus.

Course Format: The course will use a variety of formats, including lectures, class discussions, guest speakers, and individual out-of-class written projects. On occasion we will view videos and internet websites. Previous careful reading of assigned texts will be vital to active participation and comprehension in both lectures and discussions. Attendance is required at all scheduled classes.

Classroom Policy: Arriving to class late, sleeping, talking amongst yourselves, eating, reading newspapers, doing crossword or sudoku puzzles, text-messaging or receiving messages on your cell phone (or being otherwise distracted and distracting) are not acceptable classroom activities, and are disrespectful to your instructor and to other students who want to listen and learn. Let me know immediately if you have a health problem or a disability that necessitates either eating or leaving the classroom during lectures/discussion. Chewing smokeless tobacco is not permitted in the classroom. If you are likely to have a regular problem with getting to class on time, let me know as soon as possible.

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the Office of Disability Services. The ODS is located at: 103 Student Health Center and the phone number is: 273-2676.

All assignments must be completed on time and handed in at the beginning of class on the stated due date—I do not accept papers sent via email. Papers must be double-spaced, typed in 11- or 12-point Times New Roman font, have 1 inch margins, be spellchecked, grammar checked, proofread, have numbered pages and stapled in the left-hand corner. Papers not following these guidelines cannot receive full credit (also, do not use binders or folders to turn in your papers)—I regularly deduct 5% from unstapled papers before I begin the grading process. Additionally, late submissions cannot be considered for full credit—I will deduct 5% each day after the due date, including weekend days. Please plan your schedules accordingly.

Class Communication: You are expected to access class documents via WebCT (e.g., course contract, paper assignments), and to check your UNI email account regularly for messages from the class listserv (680-040-02-SPRING@uni.edu). It is your responsibility to ensure that you can access both forms of communication on a regular basis.

Academic Ethics Policies: Academic honesty is very important to me and, I have discovered, to the vast majority of students at University of Northern Iowa. The university and I expect that *all* work presented will represent original effort by the student. Any violations will be dealt with in the appropriate manner—*minimum* consequence is a zero for an assignment, *maximum* consequence is an F in the course. Consult the Programs and Courses booklet for further information regarding expected ethical behavior. Additionally, students will submit written assignments to Turnitin.com in addition to submitting a paper copy to the professor.

Disciplinary Procedures: Respect is an important element of a college classroom generally, and a women's and gender studies classroom specifically. As you will learn throughout the semester, we will discuss a variety of difficult social issues and your fellow class members may hold diverse opinions about some of the topics we cover. It is essential that everyone treat each other with respect during class discussions. Disrespectful treatment of others will not only significantly lower your class participation grade, but you may be asked to leave class if verbal warnings do not modify your behavior. Technological progress now compels me to require that you turn your cell phone ringers "off" during class and that you refrain from text messaging during class time. Violations of this basic courtesy will result in a significant lowering of your participation grade, and it may lead to your being asked to leave the classroom, resulting in a loss of attendance credit for that class period.

Professionalism Inside & Outside of the Classroom, and Why "Grade-Grubbing" is a Very Bad Thing to Do
Despite the fact that I think this information should not have to be included in my syllabi, previous experience indicates that it does, thus I apologize to those of you who do not regularly engage in the end of the semester rituals of "grade-grubbing." I am unsure where you as students got the notion that grades are a "starting point" as though you are purchasing a car or something, for it is both highly unprofessional and unacceptable to negotiate grades with your professors. After submitting final grades at the end of the semester, I am typically inundated with emails regarding grades, and wanting them changed to reflect what you "think" they should be, and not what they actually are. This practice of "grade-grubbing" is unfortunately increasing across college campuses nationwide, and I am astonished to have students questioning both my fairness and my ethics regarding their grades, and I find this completely unacceptable. This may be part of the student culture at UNI or in other academic institutions that you have been enrolled in, but I will not participate in it. Please do not contact me with the expectation of me changing your grades. I do not negotiate grades. I spend a great deal of time grading student work, and find it *extremely* disrespectful when students question my fairness, ethics, and accuracy. Essentially, what you are doing when asking to have a grade changed, is for me to be unfair—if I granted this request to someone other than you, you would be outraged, but if I granted your request, you would most likely see it as fair. *To me, it is entirely unfair to treat one student differently (better or worse) than any other student.*

And, here is something for you to think about...consider how this "grade-grubbing" appears to your professors, whom you may later need to write you a letter of reference or recommendation for a job, internship, or graduate school. What image do you want to leave with your professors? I know that I have students from 6 and 7 years ago still contacting me for recommendations, and for those that have "grade grubbed" I am hesitant to recommend to a potential employer or graduate school, for I know of the limited range of their professional behavior. Thus, I typically refuse to write letters of recommendation for grade grubbing students, despite their requests. In sum, consider carefully how your actions may impact your present and future, as well as your overall professional image. I apologize to those of you who do not engage in regular "grade-grubbing" rituals to even have to read this, but I feel this information is necessary for *all* students to stop the unprofessional practices of grade negotiations, which can only harm your careers here at UNI, as well as your future careers.

Other Policies: The Family Educational Right to Privacy Act, also known as the Buckley Amendment, is a federal law designed to protect student privacy. This means that only *you* have legal access to your grades, not your parents, and not your friends or significant others. You have the option to sign a waiver to these rights, but if you have not signed such a waiver, I am not allowed by federal law to discuss your grades with anyone but you. Therefore, do not send someone else to pick up your graded assignment from me if you are not in class, or for me to tell someone else what your grade is. Also, please realize that if your parents contact me to talk about your grades, I am not allowed to do this due to federal law.

Respect my privacy and contact me *only* in the ways I have provided you. That is, do not contact me at home. You are welcome to contact me at work, through phone, email, stopping by my office during office hours, or setting up an appointment with me outside of office hours should there be a time conflict. Contacting me outside of work will *not* prompt me to discuss matters with you any sooner—it will in fact result in negative consequences, and will be noted as a disrespectful and negative behavior pattern on your part.

Most students want to do well in their classes. As your professor, I also want you to do well, by working diligently and meeting the course requirements. If you become concerned about your grade, please see me immediately. Do not wait until semester's end, when I cannot help you. I will not be able to magically "find" extra points to add to your total points, no matter how upset you might be. **Please note, then, that there is NO extra credit in this class.**

Make-up Information: I am not a fan of make-up exams as they potentially create unfair situations among students. Therefore, you are only allowed to make-up an exam in the event of an unavoidable, extreme, *documented* circumstance (such as serious illness or family emergency that can be documented by the proper UNI administrative offices). If you must miss an exam, please let me know *in advance* as soon as possible. Any make-up request made after the test has been administered will *not* be considered, no exceptions! All make-up exams will be essay format, and will be given at a mutually convenient time, no longer than 1 (one) week after the initial exam is given.

Note about Final Exam: The final exam will be given during the scheduled time, determined by the University of Northern Iowa. I do not change exam dates for individuals unless they have substantial evidence of conflict with another university-scheduled final. The student will choose which of the two finals to take at the regularly scheduled time, and take the 2nd exam during the university-determined make-up time. The other professor/s involved will also need to be notified of the overlap as well as the student's decision.

NOTE: I expect students to keep records of their own grades throughout the semester. I will post grades as they are available on WebCT, and it is your responsibility to appropriately weight the scores according to the total grading schema, which is listed below. Because of this expectation, unless requested from an organization on campus, I do not regularly calculate grades for students, or send grades out until they are due to the Registrar's Office after final exams. I expect you to be able to gauge how well or how poorly you are doing in the course based on grades already given throughout the semester.

Grading Scale

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	59 and below				

Course Requirements: I require from students an open mind, a willingness to learn, and respect for others in the classroom. Grades are based on several criteria listed and discussed below.

Assignments: Grades will be comprised of the following components:

Attendance/Participation	15% (<i>active</i> participation; demonstrated preparation for class)
Gender Journal	25%
Midterm Exam	20%
Final Exam	20%
Future of Feminism	20%
TOTAL	100%

All assignments must be completed on time and turned in at the beginning of class. Late submissions will have 5% deducted for each day after the due date. Please plan your schedules accordingly.

Attendance and Class Participation 15%:

-Attendance As stated in UNI literature for students, "students are expected to attend class, and the responsibility for attending class rests with the student." Therefore, you are expected to attend every class and arrive on time. If special circumstances prohibit you from arriving to class on time on a regular basis, please let the professor know as soon as possible.

If you are involved in university-sponsored or sanctioned events (i.e., UNI athletic events, academic conferences and/or competitions), and will need to miss class due to such events, you will need to present me with a paper or email copy of said event, and the dates you will be absent from class, etc. Such documentation is usually provided by appropriate coaches or sponsors. Additionally, should you have a serious illness or death in the family that requires you to miss class you will need to provide me with paper or email documentation of said event (e.g., funeral program with your name listed clearly and legibly on the document) and/or through appropriate UNI venues. Only through complete documentation will I excuse such absences. Due to past ethically questionable behavior of students, I am now forced to ask for such thorough documentation from you.

Attendance will be taken daily by sign-in sheet. Anyone signing in for someone else is guilty of academic dishonesty and will be dealt with accordingly. It is your responsibility to be sure your presence in class is recorded on any given day. If you missed the sign-in sheet, be sure to see the professor immediately after class to sign it. You will not be able to prove your presence in class on a specific day if your signature is missing from that day's sign-in sheet.

Extensive absences will influence your FINAL grade as follows:

0-3 absences:	no penalty
4-5 absences:	5% penalty (5 points)
6-7 absences:	10% penalty (10 points)
8-9 absences:	15% penalty (15 points)
10-11 absences:	20% penalty (20 points)
12+ absences:	25% penalty (25 points)

This policy translates in the following way: John misses class 7 times. His final grade is a 75, but the attendance policy will cause some adjustment to this grade. Seven absences result in a 10% or 10-point reduction from the final grade. Therefore, John went from a 75 to a 65, simply due to his unexcused absences from class. **If you have ANY questions regarding this policy, please bring such questions to my attention immediately.**

I expect you to be responsible for your own learning. There is a positive relationship between class attendance and final grades: if you attend class on a regular basis, you are more likely to do well in the class. Regular class attendance is important for professional development, not just as a student here at UNI, but when you leave UNI and enter more fully the working world. You are responsible for all notes and assignments missed as a result of class absence. My notes are off limits—I will not copy my notes or make my notes available to students. Taking notes in class is entirely your responsibility and is a skill that you need to develop in becoming a successful college student and citizen. Being absent from class does not excuse you from adhering to deadlines for homework or projects, in-class activities or quizzes. In-class activities cannot be made up.

-Participation Come to class prepared, having read the materials with a few questions or comments to share with the class for discussion. Your attendance and participation grade is a complicated thing, and it will not be based simply upon your appearance in class or on your frequency of comments, but also upon the *quality* of your comments and your active participation in class. For

example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than merely reciting descriptive information from the text. Additionally, quality listening skills are important to the class—I value the ability to build discussion with other class members, value others' opinions, and exhibit respect for one another in the classroom.

NOTE on this portion of your grade: It is entirely up to you to attend class and to participate in class discussion in an intelligent and respectful manner. Also, note that these points are NOT automatic; you must *earn* them by attending class sessions and participating in class discussions. Simply attending class on a regular basis will probably earn you a C- or a 70%. *Most students earn participation grades that are average—that is, they range from C- to B-.* Keep this in mind while attending, participating, as well as when checking your final grade for this course. Upset email rants after final grades are posted about “how in the world is this part of my grade calculated” are not appropriate and will not be tolerated, as you have just been informed about the extreme importance of attendance and of participating in class while in attendance.

Gender Project 25%: You will complete a series of 5 short out-of-class assignments and written journal entries. Individually, each journal entry is worth 5%, together they are worth 25% of your final grade. The gender project is designed for you to research the social construction and implications of your own gender. We will discuss the assignments in class, so be certain that it is completed on the due date so that you can participate actively in discussion. These assignments are noted throughout the syllabus and a full description is available on WebCT.

Exams 40% (20% each): The two in-class exams for this course will consist of short answer and essay questions. These questions draw on your understanding of reading assignments, lectures, class discussions, guest speakers, and on issues surrounding the various perspectives and concepts. Test questions also gauge your ability to apply sociological concepts.

Future of Feminism Group Project 20%

This group project will allow you to investigate the gains of feminism. You will either work individually or in a group to study some aspect of feminism, and to give a group presentation during the end of the semester on your research. More details later.

Writing is a skill that you will use the rest of your lives; therefore, this class provides you opportunities to write beyond the traditional multiple-choice exam. I take writing and grading very seriously. I spend a great deal of time reading and grading your papers and want the assignments to provide you a learning experience. Therefore, upon receiving a graded paper or exam back, I require that 24 hours pass before we discuss it. When you get an exam or a paper back from me, take some time to read the comments I have provided, make an appointment with me during my office hours, and come to the meeting having written down some questions and/or comments—without evidence of your focused thinking about the assignment, I will not entertain random “complaint” sessions regarding the desired grade you did not earn. I will not discuss graded exams or papers before, during, or after class—I reserve office hours for such types of individual-level discussions.

Class Materials: The following books for this course are available at University Book & Supply, 1009 W. 23rd Street, 266-7581. I recommend that you purchase all of these books. Please purchase the following texts and bring the relevant readings to each class.

Kesselman, Amy, Lily D. McNair, and Nancy Schniedewind. 2008. *Women: Images & Realities: A Multicultural Anthology*, 4th edition. Boston, MA: McGraw Hill. ISBN: 0-07-312764-7 (paperback) (WIR in syllabus)
Baumgardner, Jennifer, and Amy Richards. 2000. *Manifesta: Young Women, Feminism, and the Future*. New York: Farrar, Straus and Giroux. ISBN: 0-374-52622-2 (paperback) (Manifesta in syllabus)
Johnson, Allan G. 2005. *The Gender Knot: Unraveling Our Patriarchal Legacy, Revised and Updated Edition*. Philadelphia, PA: Temple University Press. ISBN: 1-56639-519-4 (paperback) (Johnson in syllabus)
Brumberg, Joan Jacobs. 1998. *The Body Project: An Intimate History of American Girls*. New York: Vintage Books. ISBN: 0-679-73259-1 (paperback) (Brumberg in syllabus)
Stapler and staples kit

WEEKLY SCHEDULE

Occasionally, we will view films and internet websites as part of the lecture, and we may have guest speakers visiting our classroom, too. These plus all class discussions will “count” as testable material. As the semester progresses, I reserve the right to alter the syllabus as I see necessary. I will keep you informed should the syllabus need alteration. Come to class having already read the materials assigned for that day, and be able to discuss thoughtfully the assigned readings (see WebCT for notes on how to participate effectively).

WEEK 1: 1/9 & 1/11 What Is Women's and Gender Studies—Why Do We Need it?

- T Introduction to the class, review syllabus and course policies together, establish feminist time capsule
R WIR #1 hooks; #2 Thao; #3 Rich; #4 Hull & Smith; #5 Kimmel
Johnson, Chapter 1

WEEK 2: 1/16 & 1/18 Grrrrl Power, Feminist Politics, and This Class in Particular

- T Manifesta, Prologue and Chapter One
Johnson, Chapter 2
R WIR #6 Yap; #7 Voices, Hunte, Ferreira, Woodis, Lennon, Weissman; #8 Christ
Signed course contract due in class (from WebCT)

WEEK 3: 1/23 & 1/25 What is Feminism, Anyway? A Brief History

- T Manifesta, Chapters Two and Three
Johnson, Chapter 5
R WIR #138 Keseelman, #139 Seneca Falls; #131 Truth; #132 Sarachild
<http://scriptorium.lib.duke.edu/wlm/> Review this website before class, and find under General and Theoretical, the "Bitch Manifesto."
Please read and be prepared to discuss before coming to class.
Gender Project: Assignment One Due

WEEK 4: 1/30 & 2/1 "Becoming" Women and Men

- T WIR #15 Wolf, #16 Davila, #17 Grossman/Peters-Axtell, #18 Di Franco
Johnson, Chapter 4
R WIR #20 Gilman, #21 Sadker, #22 Henley/Freeman,
FILM: *Is it a Boy or a Girl?*

NOTE: I will be participating in an interviewing panel discussion for academic jobs, Sociologists for Women in Society (SWS) Winter Meetings, in New Orleans, LA.

WEEK 5: 2/6 & 2/8 Gender in Popular Culture, and the Feminine Mystique

- T WIR #23 Higginbotham; #25 Cole/Guy-Sheftall, #26 Weststein
R WIR #9 Friedan; #29 Wolf, #36 Siebecker, #37 Clifton
Brumberg, Introduction

CROW FORUM: Monday, February 5, 12 noon, Maucker Union, North Room. Jennifer Waldron and Rodney Dieser, School of Health, Physical Education and Leisure Services, "Health, Fitness, and Appearance in College Men and Women: A Cultural Studies Perspective."

WEEK 6: 2/13 & 2/15 Self Image and How We are Taught to Think about their Bodies

- T WIR #31 Wong; #31 Hernandez-Avila; #34 Chernik
Brumberg, Chapter One
R WIR #35 Rodriguez; #32 Berger
Gender Project: Assignment Two Due

WEEK 7: 2/20 & 2/22 Ways of Seeing/Heterosexual Economy of the Male Gaze

- T WIR #38 Walker; #41 Hugs; #44 Ochs
Brumberg, Chapter Two
R WIR #43 Tharps, #39 Espiritu
Manifesta, Chapters Four and Five

WEEK 8: 2/27 & 3/1 Whiteness, Social Construction of Race and Other Privileges

T WIR #98 McIntosh; #93 Tatum, #115 Hershey

R WIR #99 Davis, #128 Griffin, #132 Sanday #133 Copelon

FILM: *Eye of the Storm*

Gender Project: Assignment Three Due

NOTE: I will be presenting the academic paper, "Quilters Save Our Stories (QSOS) and Teaching Research Methods" at the International Quilt Study Center Biennial Symposium, University of Nebraska-Lincoln, March 1-3, 2007.

WEEK 9: 3/6 & 3/8 Redefining Difference

T WIR #100 Langston; #127 Farrell, #116 Lorde

Johnson, Chapter 6

Manifesta, Chapter Six

R **MIDTERM EXAM**

CROW FORUM: Monday, March 5, 12 noon, Maucker Union, North Room, "Xavier Escandell, Department of Sociology, Anthropology & Criminology, "From Bolivia to Spain: Gendered Opportunities and Transnational Narratives of Loss"

Spring Break—Be Safe!

WEEK 10: 3/20 & 3/22 Other Isms

T WIR # 85 Willis, #103 Johnson, #92 Fried

Johnson, Chapter 7

Manifesta, Chapter Seven

R WIR #105 Pharr; #107 Trujillo; #108 McGuire; #109 Gomez; #111, older women's league #114 Keaffaber

Johnson, Chapter 8

WEEK 11: 3/27 & 3/29 Health, our bodies & reproductive rights

T WIR #92 Fried, #88 Males, #90 Hubbard, #91 Roberts

Brumberg, Chapter Three

R WIR #84 McCormick, #78 Boston Women's Collective, #79 Rivera, #82 Grayson

Brumberg, Chapter Four

Gender Project: Assignment Four Due

WEEK 12: 4/3 & 4/5 Politics of Home and Work Balance

T WIR #45 Bravo/Santa Anna/Meric, #46 Pay equity; #47 Mainardi; #48 Crittendon

Johnson, Chapter 9

Brumberg, Chapter Five

R WIR #49 Holcomb; #50 Bravo/Santa Anna/Meric; #61 Mitchell, #53 Sandler; #59 Jensen

FILM: 9 to 5

NOTE: I will be at the meeting Midwest Sociological Society in Chicago, IL, as an invited panelist on the following two panels: "Feminist Mentoring" and "Chilly Climate: Negotiating a Chilly Climate in Academia" April 4-7, 2007.

CROW FORUM: Monday, April 2, Maucker Union, North Room, Presentation of the Outstanding Graduate Research Paper on Gender. (Speaker TBA)

WEEK 13: 4/10 & 4/12 The Future of Feminism

- T WIR: #68 Washington, #69 Shulman, #153 Walker; #160 Voices/Gross/Thompson/Rivera
Johnson, Chapter 10
Manifesta, Chapter Eight
R Brumberg, Chapter Six
Manifesta, Epilogue

Gender Project: Assignment Five Due

WEEK 14: 4/17 & 4/19 Group Presentations

- T Future of Feminism Group Presentations
R Group presentations

WEEK 15: 4/24 & 4/26 Group Presentations

- T Group presentations
R Group presentations and Opening up/Assessing the Feminist Time Capsule

WEEK 16: FINAL EXAM WEEK The final exam is scheduled for Thursday, May 3, 10-11:50am.

Classroom Ground Rules

In this class, we will discuss both abstract theoretical ideas and concrete, practical information about different social groups and mainstream behaviour in society. I hope that these materials will challenge you intellectually and personally. Because this class may touch on controversial or touchy social issues, however, you may occasionally and initially feel more threatened than challenged. To limit these difficulties, I propose the following ground rules, to which I would like you all to agree and assume while in this classroom:

1. Acknowledge that prejudice and discrimination based on race, class, sex, sexual orientation, and physical differences exist.
2. Acknowledge that all of us have learned misinformation about our own social group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people--both those we study and those in this class--do the best they can.
5. Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully.
6. Because of the particular nature of this class, we will be reading and discussing a range of social problems. Difficult films may be shown. Our goal is to examine these issues within a variety of viewpoints.

University of Northern Iowa
680: 040:01 Women's and Gender Studies: An Introduction
Fall 2006

S. Allbee, instructor

Office: 360 Baker

Phone/voicemail: 273-6019

Email: susan.allbee@uni.edu

Or leave message at the Department of Sociology,

Anthropology, and Criminology 356 Baker, 273-2786

Office hours: 1-3 MW (after September 4), 2-3 TTh

9:30-10:45 TTh

Sabin 103

Course description: This is an introductory course that explores the social construction of gender, in particular how it shapes women's lives as women. We will examine how gendered social institutions maintain women's place in patriarchal societies and who women resist the constraints of patriarchy.

The goals and objectives of this course are:

 “To understand the social construction of gender and the intersection of gender and other systems of inequality in women's lives

 To learn about the status of women in society and ways to improve that status through individual and collective action for social change

 To experience how institutions in society affect individual lives and to be able to think critically about the role of patterns of privilege and discrimination in our own lives

 To gain new insights and empower self and others” (Shaw and Lee, p. 9)

Required Texts: Women's Voices Feminist Visions: Classic and Contemporary Readings, 3rd ed., Susan Shaw and Janet Lee, McGraw Hill, 2007 and An Invitation to Feminist Ethics, Hilde Lindemann, McGraw Hill, 2006.

Course grades will be based upon points assigned to each of the following beginning September 5

Attendance: 25 possible points

Student-led group discussion leadership of assigned readings: 20 possible points

Journal pages: 20 points possible each; total of 80 possible points

Midterm and Final exam scores: 100 points possible each

100%-90% of total points=A/A-

89%-80% of total points=B+/B/B-

79%-70% of total points=C+/C/C-

69%-60% of total points=D+/D/D-

59% and less of total points=F

Policies, caveats, and pleas for civility: Cheating and plagiarism will not be tolerated and will result in zero points on the offending paper, exam, etc. Students are responsible for announcements made in class *even if you are not there that day*. Please turn off your cell phone! If you must leave class early please let me know before class starts (unless, of course if you are ill).

"The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation through the Office of Disability Services. The ODS is located at 213 Student Services Center and the phone number is 273-2676."

Course Outline and Reading Assignments:

August 22-29 Introduction to Women's and Gender Studies

Read Chapter 1, *Feminist Ethics*, "What is Feminist Ethics?"

Chapter 1, *Women's Voices*, "Women's Studies: Perspectives and Practice"

August 31-September 7

Read Chapter 2, *Feminist Ethics*, "Discrimination and Oppression"

Chapter 2, *Women's Voices*, "Systems of Privilege and Inequality in Women's Lives"

September 7 Journal Pages due

September 12-14

Read Chapter 3, *Feminist Ethics*, "The Importance of Who We Are"

Chapter 3, *Women's Voices*, "Learning Gender in a Diverse Society"

September 19-21

Read Chapter 4, *Women's Voices*, "Sex, Power, and Intimacy"

September 26-28

Read Chapter 5, *Women's Voices*, "Inscribing Gender on the Body"

Video: "Period Pieces"

October 3 Journal Pages due

October 5 Midterm Exam

October 10-12

Read Chapter 6, *Feminist Ethics*, "Feminist Bioethics"

Chapter 6, *Women's Voices*, "Health and Reproductive Rights"

October 17-19

Read Chapter 5, *Feminist Ethics*, "Feminist Ethics of Care and Responsibility"

Chapter 7, *Women's Voices*, "Family Systems, Family Lives"

October 24-26

Read Chapter 8, *Feminist Ethics*, "Globalization and Cross-Cultural Judgments"

Chapter 8, *Women's Voices*, "Women's Work Inside and Outside the Home"

October 31-November 2

Read Chapter 9, *Women's Voices*, "Women Confronting and Creating Culture"

October 31 Journal Pages due

November 7-9

Read Chapter 7, *Feminist Ethics*, "Violence"

Chapter 10, *Women's Voices*, "Resisting Violence Against Women"

November 14-21

Read Chapter 4, *Feminist Ethics*, "Standard Moral Theories from a Feminist Perspective"

Chapter 11, *Women's Voices*, "State, Law, and Social Policy"

November 23 University Holiday

November 28-30

Read Chapter 12, *Women's Voices*, "Religion and Spirituality in Women's Lives"

December 5-7

Read Chapter 13, *Women's Voices*, "Activism, Change, and Feminist Futures"

December 5 Journal Pages due

December 13, 8am, Final Exam

Spring 2004
680:040 Women's Studies: An Introduction
9:30-10:45 Tuesday and Thursday
S. Allbee, Instructor

Text: Issues in Feminism: An Introduction to Women's Studies, 5ed., Sheila Ruth, Mayfield Publishing, 2001.

Beginning with an introduction to Women's Studies, Feminism, and the Women's Movement, we will cover such topics as Patriarchy, Sexism, and Masculinity; The Portrayal of Women in Patriarchy; Feminist Resistance to Sexist Ideology; Patriarchy and Women's Subordination; The Effects of Sexism on Women's Private Lives; The Effects of Sexism on Public Institutions; How Sexist Ideology Affects Our Understanding of the World—and How Feminists Respond; and Our Feminist Foremothers: Events and Arguments.

Most class meetings are devoted to discussing the articles. Lecture material consists of such topics as the social construction of knowledge, gender, and race; background information for assigned articles, and the sociological perspective on patriarchal social order. Classes will also be flexible enough to address current events, especially as they are relevant to specific class material.

Course grades will be based on three unit exams as well as an 8-10 page term paper on a topic chosen by the student.

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 983

Docket Number _____

Title: Committee on Admission, Readmission and Retention

2008 Annual Report

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

TO: Professor Susan Wurtz, Chair
University Faculty Senate

FROM: David Marchesani, Chair *DMW*
Mary Baumann, Secretary *MB*
Committee on Admission, Readmission and Retention

RE: 2008 Committee Annual Report

DATE: February 23, 2009

Attached is the annual report of the Committee on Admission, Readmission and Retention for the calendar year 2008. The report is statistical in nature and is basically similar to previous annual reports submitted to the University Faculty Senate.

Representatives of the Committee will be present at any meeting the Faculty Senate might wish to discuss and ask questions regarding this report. We therefore submit this annual report of the Committee on Admission, Readmission and Retention to the University Faculty Senate. If in the meantime you have questions or suggestions for the presentation of additional information please let us know.

MGB:njr
attachment

COMMITTEE ON ADMISSION, READMISSION AND RETENTION

Explanation of Tables

TABLE I

Academic suspension is for no specific period, but readmission is not usually granted before the student has been out of college for at least one academic year. Students under academic suspension must apply for readmission. Some students may be permitted immediate readmission provided the cause of deficient performance has been removed and successful performance can be assumed. All percents refer to the total undergraduate student body.

Read the first line like this: In the fall semester 1995, 1.9% of the student body began the semester on a warning, at the end of which 0.8% had the warning canceled, 0.5% had it continued, and enough more received warnings to bring the total at the end of the semester to 5.3%. Read the probations the same way.

TABLE II

Grade indices are expressed in quartiles for each undergraduate classification and for all undergraduates.

TABLE III

This table shows the actual number of students placed into the warning, probation, and suspension categories for 2008. It also shows the action taken on applications for readmission for 2008.

TABLE IV

This table shows the achievement of previously suspended students for their first semester after readmission.

TABLE I
PERCENT OF UNDERGRADUATES INVOLVED
IN WARNINGS, PROBATIONS, OR SUSPENSIONS

SEMESTERS	WARNINGS		PROBATIONS		WARNINGS		PROBATIONS		SUSPENSIONS
	Dur Sem	At End of Sem	Dur Sem	At End of Sem	Canc	Cont	Rmvd	Cont	
<u>FALL</u>									
1995	1.9	5.3	2.8	4.7	0.8	0.5	0.8	1.3	1.88
1996	1.9	4.3	2.8	3.9	0.9	0.5	1.0	1.1	1.85
1997	1.7	3.5	2.5	3.6	0.9	0.4	1.0	0.9	1.77
1998	1.1	3.5	2.4	3.8	0.8	0.4	0.8	1.0	1.68
1999	1.7	3.2	2.6	3.8	0.9	0.4	1.0	1.1	1.60
2000	1.5	3.9	2.4	4.0	0.8	0.4	0.8	1.1	1.74
2001	1.6	3.3	2.7	4.1	0.8	0.4	0.9	1.1	1.71
2002	1.7	3.4	2.6	3.4	0.9	0.5	0.8	1.1	1.76
2003	1.6	3.3	2.3	3.4	0.8	0.3	0.9	0.8	2.01
2004	1.6	3.4	2.4	3.6	0.8	0.4	0.9	0.9	2.05
2005	1.4	3.1	2.2	3.6	0.6	0.4	0.9	0.8	1.68
2006	1.5	2.8	2.1	3.3	0.8	0.3	0.9	0.8	1.64
2007	1.7	3.4	2.0	3.2	0.8	0.5	0.7	0.7	1.69
2008	1.6	2.9	2.1	3.2	0.9	0.3	0.7	0.7	1.76
<u>SPRING</u>									
1995	3.7	2.6	3.7	3.6	1.7	1.0	0.9	1.7	1.93
1996	4.2	2.8	4.5	3.5	2.1	1.1	0.6	2.5	1.97
1997	4.2	2.4	3.6	3.5	1.9	1.0	1.0	1.6	1.67
1998	3.4	2.3	3.6	3.2	1.7	0.8	1.1	1.5	1.65
1999	3.5	2.4	3.6	3.4	1.7	0.9	1.2	1.6	1.50
2000	3.2	2.2	3.5	3.2	1.6	0.8	0.9	1.6	1.67
2001	3.9	2.4	3.8	3.7	1.8	1.1	1.0	1.9	1.54
2002	3.3	2.2	3.9	3.5	1.6	0.7	1.1	1.7	1.89
2003	3.3	2.1	3.4	2.9	1.5	0.7	1.0	1.5	1.85
2004	3.3	2.3	3.4	3.1	1.6	0.9	1.0	1.6	1.78
2005	3.4	2.0	3.7	2.7	1.7	0.9	1.2	1.4	2.03
2006	3.0	2.2	3.4	3.0	1.5	0.8	1.1	1.3	1.95
2007	2.7	2.1	3.1	2.6	1.4	0.6	1.0	1.0	1.81
2008	3.3	2.3	3.1	2.9	1.5	0.9	0.8	1.3	1.86
<u>SUMMER</u>									
1995	2.1	1.9	2.8	2.5	1.0	1.0	0.5	1.9	0.40
1996	2.1	1.4	2.7	3.3	1.0	0.7	0.3	2.2	0.24
1997	1.4	1.1	2.1	2.0	0.6	0.6	0.5	1.4	0.21
1998	1.3	1.1	1.9	2.0	0.6	0.6	0.4	1.3	0.21
1999	1.4	1.2	2.3	2.2	0.8	0.5	0.4	1.5	0.37
2000	1.4	1.2	2.3	2.0	0.6	0.7	0.5	1.4	0.38
2001	1.4	0.8	2.6	2.1	0.5	0.6	0.6	1.6	0.37
2002	1.2	1.2	2.8	2.2	0.3	0.7	0.6	1.7	0.55
2003	1.1	0.9	1.6	1.4	0.6	0.4	0.5	0.5	0.56
2004	1.5	1.3	1.9	1.6	0.6	0.6	0.5	0.6	0.72
2005	1.1	0.9	2.2	1.9	0.5	0.4	0.5	1.0	0.67
2006	1.2	0.8	2.4	2.1	0.7	0.4	0.5	1.3	0.66
2007	1.0	1.3	2.1	1.8	0.4	0.4	0.7	1.0	0.60
2008	1.0	0.8	1.5	1.0	0.5	0.3	0.3	0.4	0.90

TABLE II
UNDERGRADUATE GRADE INDICES AT THE
END OF FALL SEMESTERS

	<u>Quartiles</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
All	Q3	3.53	3.56	3.54	3.53	3.58	3.55	3.56	3.53	3.53	3.54	3.56
Under-	M	3.03	3.07	3.02	3.03	3.07	3.00	3.02	3.00	3.00	3.02	3.06
graduates	Q1	2.44	2.45	2.41	2.42	2.44	2.36	2.42	2.34	2.38	2.34	2.38
Seniors	Q3	3.67	3.73	3.73	3.72	3.73	3.73	3.72	3.64	3.64	3.65	3.67
	M	3.29	3.33	3.30	3.31	3.33	3.31	3.26	3.17	3.15	3.17	3.17
	Q1	2.75	2.78	2.76	2.75	2.77	2.72	2.67	2.50	2.50	2.46	2.52
Juniors	Q3	3.48	3.50	3.49	3.51	3.54	3.47	3.47	3.50	3.50	3.52	3.54
	M	3.02	3.02	3.00	3.04	3.05	2.95	3.00	3.00	3.00	3.00	3.03
	Q1	2.46	2.44	2.40	2.40	2.46	2.33	2.36	2.35	2.38	2.34	2.42
Sophomores	Q3	3.45	3.48	3.47	3.47	3.47	3.43	3.46	3.52	3.50	3.51	3.58
	M	2.98	3.00	3.00	3.00	3.00	2.93	3.00	3.05	3.06	3.02	3.10
	Q1	2.44	2.42	2.42	2.41	2.42	2.33	2.42	2.42	2.47	2.46	2.52
Freshmen	Q3	3.27	3.33	3.28	3.25	3.31	3.27	3.27	3.39	3.39	3.44	3.40
	M	2.75	2.77	2.71	2.75	2.76	2.69	2.76	2.85	2.87	2.93	2.93
	Q1	2.18	2.19	2.17	2.19	2.22	2.12	2.17	2.27	2.29	2.33	2.31

TABLE III
STUDENT PROBATIONS, WARNINGS, AND SUSPENSIONS

	<u>X</u>	<u>0</u>	<u>2C</u>	<u>3A</u>	<u>3C</u>	<u>8C</u>	<u>9</u>	<u>Total</u>
Spring 2008	79	234	2	138	127	29	187	796
Summer 2008	12	28		9	20	8	32	109
Fall 2008	78	322		232	93	24	194	943

ACTIONS ON APPLICATIONS FOR READMISSION
(1/1/2008 through 12/31/2008)

	<u>Readmits*</u>	<u>Denials</u>
Spring 2008	33	21
Summer 2008	5	2
Fall 2008	43	15
TOTALS	81	38

* Includes immediate readmissions

Codes:

X	Removed from academic probation
0	Warning
2C	Continued on probation (transfer probation)
3A	Placed on academic probation
3C	Continued on probation (3A changes to 3C when the student is eligible to return after one semester under 3A)
8C	Probation readmission after suspension
9	Academic suspension

TABLE IV
ACHIEVEMENT OF PREVIOUSLY SUSPENDED STUDENTS FOR THEIR
FIRST SEMESTER AFTER READMISSION

	<u>Spring 08</u>	<u>Summer 08</u>	<u>Fall 08</u>	<u>Yearly Totals</u>
1. Total number readmitted	33	5	43	81
2. Number of readmitted who enrolled 28*		3	40^	71*^
3. Percent of enrollees earning less than a 2.00 gpa for the semester	42.3	33.3	34.2	37.3
4. Percent of enrollees earning a semester gpa between 2.00 and 2.50	23.1	33.3	31.6	28.4
5. Percent of enrollees earning a semester gpa between 2.51 and 2.99	23.1	00.0	18.4	19.4
6. Percent of enrollees earning a semester gpa of 3.00 or higher	11.5	33.3	15.8	14.9
7. Percent of total enrollees who earned a semester gpa of 2.00 or higher	57.5	66.7	65.8	62.7
8. Percent of enrollees who were re-suspended after their first returning semester	26.9	00.0	28.9	26.9
9. Number re-suspended after immediate return following suspension	0	0	0	0

* Includes one student who registered and then withdrew and one student who registered for a correspondence course which is not graded at this time.

^ Includes one student who registered and then withdrew and one student who registered for two correspondence courses which are not graded at this time.